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ABSTRACT

Basic Skills Centers in the District of Columbia's public schools are intended to provide supplementary, individualized reading and math instruction for 7th and 8th graders who are two or more years below grade level in those areas. This Chapter 2 program superseded an earlier Title II program and was implemented in 1983. According to this report, by June of 1983, Basic Skills Centers were established and operating in 100 percent of the target schools and served 1,445 students in reading and 999 in math. Although skills improvement objectives were not met, the data showed some improvement in those areas. The percentages of students who attained mastery varied widely from school to school, ranging from zero to 100 percent in reading and from 30 to 100 percent in math. These data suggest that achievement of the program's objectives is possible if the reasons for greater achievement in some schools can be identified and reproduced in lower-achievement schools. (CMG)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

E.C.I.A. CHAPTER 2

BASIC SKILLS CENTER

FINAL EVALUATION REPORT

DECEMBER 1983

FLORETTA D. McKENZIE
SUPERINTENDENT OF SCHOOLS

UD023 383

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

BASIC SKILLS CENTER

Final Report

1982-1983

Prepared by
Division of Quality Assurance

1982-1983

BASIC SKILLS CENTER

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SUMMARY AND FINDINGS

Title

Basic Skills Centers

Project Directors

Vivian Carson and Laverne Glascoe

Project Location

Although the project office was in the Instructional Services Center at Langdon School, the Centers were located in all junior high and middle schools in the DCPS.

Target Population

DCPS students in grades 7 and 8 who were functioning two or more years below grade level in reading and mathematics.

Background

The original Basic Skills grant in 1980, was funded under ESEA Title II, Part B and concentrated on life skills of high school students, especially in the areas of verbal and written communication and math/money management. This program was superseded by ECIA, Chapter 2, Sub-Chapter A in 1982, with the emphasis shifting to the junior high school level.

Description of Project

Identified students were to receive extra help in reading and mathematics, with their individual needs determined through criterion referenced tests. Special management and record keeping systems were to be used with extra instructional materials provided as well as technical assistance.

Stated Objectives

A: By June 1983, a Basic Skills Center program will be established in the District of Columbia Public Schools with centers operating in at least 90% of the 27 junior high and 4 middle schools in the program.

B: At least 80% of the students who receive reading instruction in a Basic Skills Center for four months or more, will acquire proficiencies in at least 50% of the reading skills in which they were found to be deficient, as measured by a criterion-referenced test, and/or will improve their reading skills at a greater rate than previously as measured by a standardized test.

C: At least 80% of the students who receive mathematics instruction in a Basic Skills Center for four months or more will acquire proficiencies in at least 50% of the mathematics skills in which they were found to be deficient, as measured by a criterion referenced test, and/or will improve their mathematics skills at a greater rate than previously as measured by a standardized test.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Basic Skills Centers were established in 100% of the selected schools.

2. In the 31 schools there were 26 reading teachers, 26 mathematics teachers, 1 reading transition teacher and 7 reading/math transition teachers. In 29 Centers (94%), both subjects were taught. Reading was taught in all (100%) of the centers.

3. Served by the Basic Skills program were 2,444 students in 7th and 8th grades, including 1,445 in reading and 999 in mathematics.

4. Students did receive special individualized help as evidenced by classroom observation, student profiles, class profiles and individual student folders.

5. In a sampling of 416 pretest and posttest reading criterion referenced tests representing 17 schools, 69% of the students improved in the majority of the reading skills in which they had been deficient, after four months in the program.

6. In a sampling of 249 pretest and posttest mathematics criterion referenced tests, representing 18 schools, 67% of the students improved in the majority of the mathematics skills in which they had been deficient, after four months in the program.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of this project is to improve the reading and mathematics skills of students in grades seven and eight in 27 junior high schools and 4 middle schools through training in the Basic Skills Centers.

Needs - Although test scores have been improving in the DCPS, analysis of District test results for the 1981-82 school year showed that there were students scoring below the 25th percentile in the basic skill areas of reading and mathematics. With the Superintendent's long-range instructional objectives to "modify and strengthen the implementation of the Competency-Based Curriculum and the Student Progress Plan" and to "increase student performance in reading, language arts, (and) mathematics...." there was a need to provide additional resources for junior high school students scoring two or more years below grade level.

History - The original Basic Skills program was funded under ESEA Title II, Part B, beginning in March 1980. In the DCPS, the Basic Skills program had two components one for the local education agency (LEA) and one for the state education agency (SEA). The purpose of the LEA program was to develop a curriculum in life skills for high school students. The areas emphasized were reading a newspaper, writing such as letters and job applications, speaking clearly, interpreting graphic forms of communication, computational skills, money management and information utilization through logic.

The SEA portion was more concerned with coordinating, planning and disseminating in the Basic Skills area. That grant continued until June 30, 1982.

In 1982, the federal funding for individual programs such as Basic Skills was combined into block grants for states, under ECIA Chapter 2, Sub-Chapter A, Basic Skills Development. The legislative intent of Sub-Chapter A was that funds be used "to develop and implement a comprehensive and coordinated program designed to improve elementary and secondary school instruction in the basic skills of reading, mathematics, and written and oral communication." The Improving Basic Skills in Reading and Mathematics program comprises a series of activities which meet this legislative mandate.

Description of the Project

Target Population

The population served by the Basic Skills Centers consisted of students in grades seven or eight who were functioning two years or more below grade level in reading and/or mathematics as evidenced by the May 1982 testing results (the Diagnostic Prescriptive Instrument - Reading and Mathematics and the Comprehensive Test of Basic Skills), teacher recommendations, checklists, and other informal tests.

Staffing

Although the Supervising Director of Reading, the Supervising Director of Mathematics and the consultants for inservices were the only personnel funded by the project, there were other staff members contributing to the efforts. These were the Director of the Instructional Services Center, the Assistant Directors of reading and of mathematics, and the administrators and teachers in the 31 participating schools.

Program

The program was planned to provide Basic Skills Centers in the junior high and middle schools, for project participants, to supplement their regular program. Using criterion referenced tests, teachers were to determine and record the areas in which students needed extra help. An individualized program was to be established for each student, with the appropriate records kept as part of the management system. Extra instructional materials would be supplied. Project staff were to monitor and provide technical assistance. Inservice sessions were to be held with consultants participating as needed. Posttest were to be given at the end of the year, to assess student improvement.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results -- Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based, presented in the PMI reporting format. Supporting data are in the appendix.

Objective A: By June 1983, a Basic Skills Center program will be established in the District of Columbia Public Schools with centers operating in at least 90% of the 27 junior high and 4 middle schools in the program.

The first objective was on the establishment and operation of the Basic Skills Centers. All intended and observed inputs were in agreement except for the position of a clerk typist, which was vacant all year. Other personnel inputs which showed agreement were the project manager, assistant directors of reading and mathematics, supervising directors of reading and mathematics and consultants for inservice sessions. Administrators, teachers and students in the 27 junior high schools and 4 middle schools were shown on rosters. There was adequate space for the operation of the centers as shown on the Basic Skills Center Survey Forms. Other forms ready for use were the Reading Lab Materials Inventory Form, the Basic Skills Materials Inventory Form and the Basic Skills Center Checklist. Materials for inservices, provided by the consultants, were compatible with course specifications.

All observed processes were in agreement with the intended processes. The needs assessment was conducted at the administrative workshop and all forms were returned. Material inventory forms distributed at the same time were completed at the schools and returned to the project office. Orientation meetings were held for principals and later for selected teachers. Materials were requested for the labs and were ordered. Students were selected for the program. Two inservice sessions/were held for participating teachers. Project staff monitored each program at least twice during the year with the mean being 3.8 visits per school.

Both outcomes had the status of agreement between intended and observed items. The first one was on the establishment of the centers. Records showed that centers were established in all (100%) of the designated schools. In the 31 schools there were 26 reading teachers, 26 mathematics teachers, 1 reading transition teacher and 7 reading/math transition teachers. In 29 schools (94%) both subjects were taught by one or more teachers. Reading was taught in all (100%) of the centers. The second outcome was on the operation of the Centers. All 31 (100%) of the participating schools had centers in operation from the time they were established. They served 2,444 students, 1,445 in reading and 999 in mathematics.

These data show that the Basics Skills Center program was established and Centers were operating in all (31) junior high and middle schools in the District of Columbia Public Schools. Thus, Objective A was met.

Objective B and C will be summarized together since they only differ in the subject matter, Objective B being on the acquisition of reading skills and C, of mathematics skills. The complete objectives are as follows:

Objective B: At least 80% of the students who receive reading instruction in a Basic Skills Center for four months or more, will acquire proficiencies in at least 50% of the reading skills in which they were found to be deficient, as measured by a criterion-referenced test, and/or will improvide their reading skills at a greater rate than previously as measured by a standardized test.

Objective C: At least 80% of the students who receive mathematics instruction in a Basic Skills Center for four months or more will acquire proficiencies in at least 50% of the mathematics skills in which they were found to be deficient, as measured by a criterion referenced test, and/or will improve their mathematics skills at a greater rate than previously measured by a standardized test.

As with Objective A, the lack of a clerk-typist caused a discrepancy between that observed and intended input. The rest of the inputs all showed agreement, with the personnel items being the same as in Objective A. Seventh and eighth grade students who were two or more years below grade level in reading or mathematics were in the program as verified by student rosters and discussions with teachers. The Basic Skills Centers were observed, pre- and posttest forms were on hand and, according to the inventory forms examined as well as by observation, materials and equipment were adequate.

There were no discrepancies on processes for this objective. All observed and intended processes were in agreement. The PRI Instructional Objectives Inventory and the Diagnostics Mathematics Inventory pretests were administered in February 1983. The CTBS, administered to all 6th graders in May 1982, was to serve as the standardized test pre-test. Teachers planned the individualized instructional programs in reading and mathematics according to the instruction management system component which was included in the testing program. Teachers instructed their students in the appropriate subject matter and carried out and charted continuous assessment of their students, as observed in student profiles, class profiles and individual folders. Basics Skills Center teachers kept inventory reports up to date and submitted the completed forms to the project coordinators at the end of the year.

The outcomes showed discrepancies because the 80% criteria was not reached on the acquisition of skills. In the reading area, 69% of the students became proficient in the majority of the skills in which they had been deficient, while the percentage in the mathematics area was 67%. Instruction was given for four months between the pre- and posttests.

Conclusion - Basic Skills Centers were established in all of the junior high schools and middle schools and were in operation by mid-year. Although the criteria set to reach the skills improvement objectives were not reached, the data show that the goal of improving reading and mathematics in 7th and 8th

graders did occur. Four months in the program had a positive effect on the students though not as great as predicted. The wide range in percentages of students in project schools who gained mastery - from 0 to 100 percent in reading and 30 to 100 percent in mathematics - should be noted. These data suggest that the objective is reachable if schools demonstrating low performance can be improved. Whatever is working in schools where 80-100 percent of the students have attained the achievement objective should be identified and shared with schools where students are not yet performing at the desired level.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Directors, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To improve the reading and mathematics skills of students in grades 7 and 8 through training in the Basic Skills Centers.

Objective A: By June 1983, a Basic Skills Center program will be established in the District of Columbia Public Schools with centers operating in at least 90% of the 27 junior high and 4 middle schools in the program.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project manager	Agreement	- The position status was verified by project personnel.
- Assistant director of reading	Agreement	- The position status was verified by project personnel.
- Assistant director of mathematics	Agreement	- The position status was verified by project personnel.
- Supervising director of reading	Agreement	- The position status was verified by project personnel.
- Supervising director of mathematics	Agreement	- The position status was verified by project personnel.
- Consultants for Inservice sessions	Agreement	- A document containing a list of consultants was reviewed by members of the Evaluation Unit.
- Clerk-typist	Discrepancy	- The position was vacant all year. A new job description was written and accepted in the personnel office. The position had not yet been advertised in June.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Twenty-seven junior high schools and four middle schools	Agreement	- Junior high schools and middle schools are listed in the DCPS Data Resource Book. A document containing a list of junior high and middle schools available for Basic Skills Programs was reviewed by the Evaluation Unit and is on file in the project office.
- Administrators, teachers, and students in the project schools	Agreement	- Sample documents, containing roster of teachers, students and administrators in the project schools were reviewed by Evaluation Unit members.
- Adequate space for centers' operation.	Agreement	- The Basic Skills Center Survey Forms, used to verify availability of center operation and space, were examined by the evaluators. (See Appendix B.) Some labs were observed by evaluators.
- Needs assessment form (project centers)	Agreement	- The Reading Lab Materials Inventory Form, used to assess centers' needs, was examined by the evaluators. (See Appendix C.)
- Materials inventory forms	Agreement	- The Basic Skills Materials Inventory form used to assess inventory status, was examined by the evaluators. (See Appendix C.)

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Basic Skills Center Checklist	Agreement	- The Basic Skills Center Checklists, used to assess operation of the program, were examined by the evaluators. (See Appendix D.)
- Materials for inservice sessions.	Agreement	- The Supervising director reported that the consultants provided materials compatible with course specifications.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. A needs assessment will be conducted by project staff in the 31 schools to determine enrollment, number of students two or more years below grade level, and any other mathematics or reading support programs in existence.	Agreement	1a. The Basic Skills Survey Form (see Appendix B) was distributed to principals at the administrative workshop on October 6, 1982. All were returned. Evaluation Unit members reviewed copies of the completed forms.
b. A materials inventory will be conducted by project staff.	Agreement	b. The Materials Inventory Forms (see Appendix C) were distributed to principals at the administrative workshop on October 6. Evaluation Unit members reviewed copies of completed forms.
c. Project staff will hold orientation meetings for principals in the participating schools.	Agreement	c. A Basic Skills Project orientation for principals was conducted at Bunker Hill on October 6, 1982 as evidenced by the agenda and a list of attendees.
d. Project staff will hold orientation meetings for Basic Skills Centers' teachers designated by their principals.	Agreement	d. A memorandum, dated 10/25/83 announcing the orientation for Basic Skills Laboratory teachers, the agenda of 11/4/82 meeting and a roster of attendees were reviewed by Evaluation Unit members.
e. Schools will request materials for labs.	Agreement	e. Project personnel verified that materials were requested based on the materials Inventory Forms.
f. Schools will select students to be served by the centers.	Agreement	f. Sample lists of students registered to participate in the centers, were reviewed by Evaluation members, to verify the status of student selection.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
g. Inservice sessions will be provided for teachers by the project staff in November and March.	Agreement	g. Inservice sessions for teachers were held in November, January and May. (See Appendix E.) Sign-in sheets (registration forms) were used to verify the participation of teachers attending the inservice sessions. The March meeting was postponed to May because equipment and supplies were late in arriving.
2a. Project staff will monitor each program at least twice during the year.	Agreement	2a. The project staff school visitation log and interviews were used to confirm program monitoring procedures. The evaluation team observed some of the monitoring. Each program was visited at least twice with the mean being 3.8 visits. (See Appendix F.)
b. Contact persons will complete and submit checklists.	Agreement	b. All contact persons completed checklists as evidenced by submitted forms and summary.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the project manager will show that Basic Skills Centers have been established in at least 90% of the 31 selected schools.	Agreement	1. As may be seen by the Basic Skills Center Program Information sheet, Appendix G, Basic Skills Centers were established in 100% of the selected schools. In the 31 schools there were 26 reading teachers, 26 mathematics teachers, 1 reading transition teacher and 7 reading/math transition teachers. In 29 centers (94%), both subjects were taught by one or more teachers. Reading was taught in all (100%) of the centers.
2. By June 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the project manager, will show that Basic Skills Centers have been operating in at least 90% of the 31 selected schools.	Agreement	2. As may be seen in Appendix G, all 31 schools (100%) were in operation and served 2,444 students, 1,445 in reading and 999 in mathematics. A sampling of the programs in operation were observed by the evaluators.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To improve the reading and mathematics skills of students in grades 7 and 8 in 27 junior high schools and four middle schools through training in the Basic Skills Centers.

Objective B: At least 80% of the students who receive reading instruction in a Basic Skills Center for four months or more, will acquire proficiencies in at least 50% of the reading skills in which they were found to be deficient, as measured by a criterion-referenced test, and/or will improve their reading skills at a greater rate than previously measured by a standardized test.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project manager	Agreement	- The position status was verified by project personnel.
- Assistant Director of Reading	Agreement	- The position status was verified by project personnel.
- Supervising Director of Reading	Agreement	- The position status was verified by project personnel.
- Clerk-typist	Discrepancy	- The position was vacant all year. A new job description was written and accepted in the personnel office. The position had not yet been advertised in June, 1983.
- Basic Skills Center teachers	Agreement	- The teacher roster verified the number of Basic Skills Center Teachers at 60. Some were observed by the evaluators.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Seventh and eighth grade students who are two or more years below grade level in reading.	Agreement	- Sample student rosters and discussion with teachers were used to verify the students participating in the program.
- Basic Skills Centers	Agreement	- Evaluators examined a list of centers and observed a sampling of them.
- Pre-and posttest forms	Agreement	- The criterion-referenced test forms for the Prescriptive Reading Inventory (PRI) and the Comprehensive Test of Basic Skills (CTBS) were reviewed.
- Adequate instructional materials and equipment	Agreement	- The inventory forms examined, and the actual materials and equipment observed by the evaluators indicated that the instructional materials and equipment were adequate.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Basic Skills Center (BSC) teachers will administer pre-tests, using the results to diagnose students' needs in reading.	Agreement	1a. The PRI was administered in February 1983. The CTBS was administered May 1982 to all 6th graders.
b. BSC teachers will plan the individualized instructional program in reading.	Agreement	b. The testing program which included an instruction management system component, was examined by the evaluators. Student profiles, class profiles and individual folders, as observed in the schools, contained information on individual instruction.
c. BSC teachers will instruct their students in reading.	Agreement	c. Student profiles and class profiles indicate the status of individual instruction. Teachers were observed instructing their students in reading.
d. BSC teachers will carry out continuous assessment of their students in reading.	Agreement	d. Student profiles and class profiles, observed by the evaluators contained information pertaining to student assessment.
e. BSC teachers will chart continuous progress of their students toward completion of reading objectives.	Agreement	e. The student profiles, class profiles, and individual folders were used to record the progress status of students, as observed by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †		
INTENDED	STATUS	OBSERVED
f. BSC teachers will keep inventory reports up to date and will submit the completed forms at the end of the year.	Agreement	f. Inventories reviewed by evaluators, during school visitations, were up to date and completed forms were submitted to the project coordinator at the end of the year.
g. BSC teachers will administer posttests in reading to their students.	Agreement	g. PRT posttests were administered in June, 1983 and the protocols were given to the evaluators. The CTBS was administered as part of the District Wide testing program.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1a. By June 1983, raw scores from criterion referenced tests, submitted to the ECIA Chapter 2 Evaluation Unit by the project manager, will show that at least 80% of the students receiving at least four months reading instruction through the project, will acquire proficiencies in at least 50% of the reading skills in which they were found to be deficient.	Discrepancy	1. Analyses of data from 17 schools (33%) included data from 416 students from whom both pre- and posttest scores were available. As may be seen in Appendix H, 69% of the students improved in the majority of the reading skills in which they had been deficient, after four months instruction. The intended rate was 80%. In individual schools the percent ranged from 0 to 100 with a median of 74%.
b. By June 1983, raw scores from the CTBS, either recorded in the District Computer System or provided to the ECIA Chapter 2 Evaluation Unit by the project manager, will show that at least 80% of the students who were in the program for four months or more show a higher percentile ranking after instruction than before.	Not Applicable	b. Since adequate data were available from the criterion referenced tests, and CTBS results were not available they were not analyzed this year for this project. The objective required the analysis of one or the other.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To improve the reading and mathematics skills of students in grades 7 and 8 in 27 junior high schools and 4 middle schools through training in the Basic Skills Centers.

Objective C: At least 80% of the students who receive mathematics instruction in a Basic Skills Center for four months or more will acquire proficiencies in at least 50% of the mathematics skills in which they were found to be deficient, as measured by a criterion referenced test, and/or will improve their mathematics skills at a greater rate than previously measured by a standardized test.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project manager	Agreement	- The position status was verified by project personnel.
- Assistant Director of Mathematics	Agreement	- The position status was verified by project personnel.
- Supervising Director of Mathematics	Agreement	- The position status was verified by project personnel.
- Clerk-typist	Discrepancy	- The position was vacant all year. A new job description was written and accepted in the personnel office. The position had not yet been advertised in June, 1983.
- Basic Skills Center teachers	Agreement	- The teacher roster verified the number of Basic Skills Center Teachers at 60. Some were observed by the evaluators.

OBJECTIVE C

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Basic Skills Centers	Agreement	- Evaluators examined a list of centers and observed a sampling of them.
- Pre and posttest forms	Agreement	- Diagnostic Mathematics Inventory (DMI) and the Comprehensive Test of Basic Skills (CTBS) were reviewed.
- Adequate instructional materials and equipment	Agreement	- The needs inventory forms examined, and the material and equipment observed by evaluators indicated that instructional materials and equipment were adequate.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Basic Skills Center (BSC) teachers will administer pretests, using the results to diagnose students' needs in mathematics.	Agreement	1a. The Diagnostic Mathematics Inventory was administered in February 1983. The CTBS was administered May 1982 to all 6th graders.
b. BSC teachers will plan the individualized instructional program in mathematics.	Agreement	b. The testing program which included an instruction management system component, was reviewed by the evaluators. This component was used to plan instruction.
c. BSC teachers will instruct their students in mathematics.	Agreement	c. Student profiles and class profiles were used to indicate status of student instruction. Evaluators observed teachers instructing students.
d. BSC teachers will carry out continuous assessment of their students in mathematics.	Agreement	d. Assessment procedures indicated by student profiles and class profiles were observed by the evaluators.
e. BSC teachers will chart continuous progress of their students toward completion of mathematics objectives.	Agreement	e. Student profiles, on which record progress status was recorded, and class profiles were observed by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
f. BSC teachers will keep inventory reports up to date and will submit the completed forms at the end of the year.	Agreement	f. Inventory reports reviewed during school visitations by the evaluators were up to date and completed forms were submitted to the project coordinator at the end of the year.
g. BSC teachers will administer post-tests in mathematics to their students.	Agreement	g. DMI posttests were administered in June, 1983 and the protocols were given to the evaluators. The CTBS was administered as part of the District Wide testing program.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

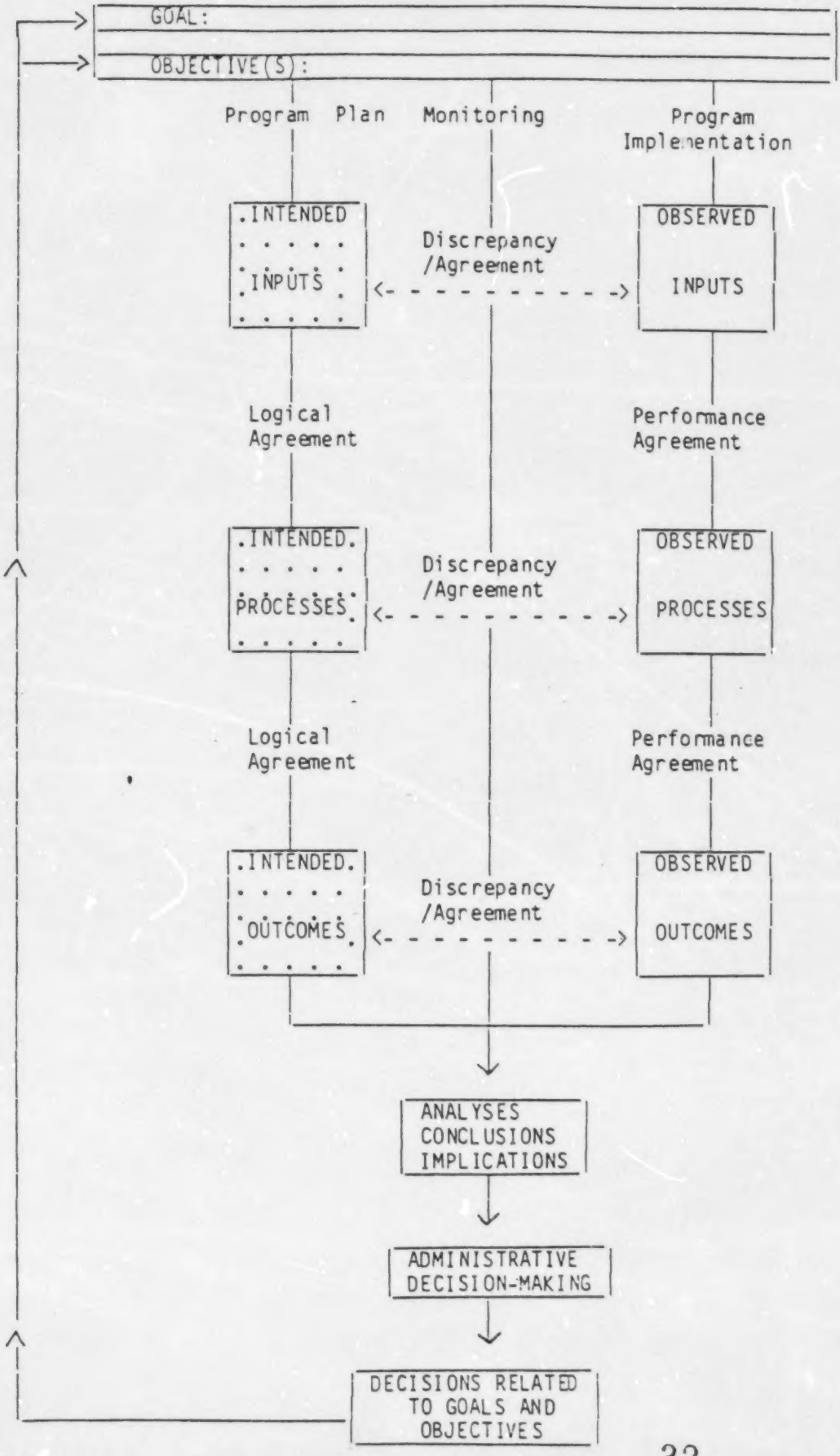
OUTCOMES

INTENDED	STATUS	OBSERVED
1a. By June 1983 raw scores from criterion referenced tests, submitted to the ECIA Chapter 2 Evaluation Unit by the project manager will show that at least 80% of the students receiving at least four months mathematics instruction through the project, will acquire proficiencies in at least 50% of the mathematics skills in which they were found to be deficient.	Discrepancy	1a. Usable pre- and posttest scores on the Diagnostic Mathematics Inventory were received from 18 schools a 62% sampling. Although one group was tested in 33 areas, the other 17 were tested in 13 areas or less, the number determined by the teacher depending on the individualized program of the student. The percent of students acquiring proficiencies in at least 50% of the Mathematics skills in which they were deficient, after four months instruction, was 67%. In individual schools, the percent ranged from 30 to 100 with a median of 65% (See Appendix I.)
b. By June 1983, raw scores from the CTBS either recorded in the District Computer System or provided to the ECIA Chapter 2 Evaluation Unit by the project manager, will show that at least 80% of the students who were in the program for four months or more show a higher percentile ranking after instruction than before.	Not Applicable	b. Since adequate data were available from the criterion referenced tests, and CTBS results were not available they were not analyzed this year for this project. The objective required the analysis of one or the other.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

BASIC SKILLS CENTER SURVEY FORM

Basic Skills Center Survey Form

Name of School _____ Principal _____

Contact Person _____ Position _____

School Enrollment Seventh _____ Eighth _____ Ninth _____

Percentage of students two grades or more below grade level.

Seventh _____ Eighth _____ Ninth _____

Check the lab(s) listed below that are currently operational:

Title I Lab ___ Math Lab ___ Reading Lab ___ Resource Lab ___

List the name(s) of the following teachers:

Title I Teacher _____

Transition Teacher _____

Other Resource Teachers _____

Reading	Math
_____	_____
_____	_____
_____	_____

Given a brief description of the programs listed below. Be sure to include the criteria used for student selection.

The Title I Lab Program

The Transition Lab Program

Other Lab Program(s)

APPENDIX C

MATERIALS INVENTORY FORMS

Reading Lab Materials Inventory

Please provide us with an inventory of materials in your lab by filling in where necessary, the level of the materials and the number of each set of materials on hand.

Reading Inventory

Allyn and Bacon		
Study Skills for Information	Level	No.
Retrieval - Book I	A	
Book II	B	
Book III	C	
Barnell Loft Ltd.	**Level(s)**	
Specific Skills Series		
Using the Content		
Following Directions		
Getting the Facts		
Working With Sounds		
Drawing Conclusions		
Getting the Main Idea		
Dexter and Westbrook		
Using A Table of Contents		
Learning to Alphabetize		
Using an Index		
Using Guide Words		
Grolier Educational Corp		
Reading Attainment System	1	
Reading Attainment System	2	

	Level	No.
McGraw - Hill Book Co.		
Reading for Concepts		
Book	A	_____
	B	_____
	C	_____
	D	_____
	E	_____
	F	_____
Stanford McGraw - Hill Vocabulary		
Book	1	_____
	2	_____
	3	_____
Modern Curriculum Press		
Building Word Power	B	_____
" " "	C	_____
" " "	D	_____
" " "	E	_____
" " "	F	_____
Reader's Digest Services Inc.		
Skill Builders	3	_____
	4	_____
	5	_____
	6	_____
Science Research Associates		
Reading Lab Kit	_____	_____
Mark II Reading Lab Kit	_____	_____
Reading for Understanding	_____	_____

No.

Equipment

- Audio Card Reader _____
- Cassette Tape Recorder _____
- Listening Station _____
- Sound Filmstrip Projector _____
- Filmstrip Viewer _____

Games

- Probe _____
- Scrabble _____
- Spill and Spell _____
- Sentence Cube Game _____
- List Other Games

Please list any other materials that are not included above.

Mathematics Materials - Skills Labs

___ Textbook/Works Series

___ Cambridge Math Program - Cambridge Book Co.
___ Target: Meeting Mathematics - American Book Co.
___ Holt Mathematics - Holt, Rinehart & Winston
___ Mathematics - Houghton Mifflin
___ SRA Mathematics - SRA

___ _____

___ _____

___ _____

___ _____

___ Hardware

___ Cassette Tape Recorders
___ Cassettes
___ Listening Stations
___ Filmstrip Projector
___ Filmstrips
___ Mathematics Skills Kits/McCormach Mathers
___ Target: Applying Mathematics
___ Cross Number Puzzles/SRA
___ Metric Kit - Houghton-Mifflin
___ Continous Progress Lab - E D L
___ Plan - Westinghouse
___ Records
___ Tapes

___ _____

___ _____

___ _____

___ _____

___ Software

___ Duplicating Masters
Computational Skills - Pathescope
Individualized Mathematics System (IMS)

___ _____

___ _____

___ _____

___ _____

Basic Skills Materials - Inventory

Material(s)	Level	Date Received	Number Received
Functional Academic Competency - Laboratories			
Concepts in Comprehension			
Reading for Living			
Increasing Comprehension			
Formula			
60 Seconds Club Math			
CTB/McGraw-Hill			
Basis			
Globe			
Like It Up			
Intac, Inc.			
Songs to Read by - Upper Level			
Webster's Intermediate Dictionary			
Reading Your Newspaper Duplicating Book			
Mastery Education Corporation - Chicago Mastery			
Comprehension Workbooks			
Word Attack Workbooks			
Modern Curriculum Press, Inc.			
Skill-By-Skill Reading Station			
Nystrom			
Reading for Content			
Solving Math Word Problems			
" " " "			
" " " "			
Reader's Digest			
Triple Takes			
Combination Kits			
" "			
" "			
" "			
RD Math Programs (Grades 5-8			
Riverside Publishing, Co.			
Improving Test Taking Skills (Lesson 1-15)			
Scott Foresman and Co.			
Basic Reading Skills Workbook			
SRA			
Math Application			
Student Handbooks			

Basic Skills Materials - Inventory (continued)

AAA	Level	Date Received	Number Received
Sharp EL-220 Calculators			
Creative Publications			
Calculator Activities - Book I			
Calculator Activities - Book II			
Holt Instructional Resources			
Computational Skills Laboratories Kits			

Basic Skills Equipment Inventory

Equipment	Date Received	Model No.	Serial No.

Teacher's Signature

Principal's Signature

Date

APPENDIX D

BASIC SKILLS CENTER CHECKLIST

Basic Skills Center Checklist

School: _____

Contact Person: _____

Basic Skills Center Teacher(s): Math _____

Reading _____

No. of Students in Program: Grade 7 _____

Grade 8 _____

	Yes	No
Is Basic Skills Center Lab Program Operational?		
Room(s) for Basic Skills Center Designated?		
Materials delivered to Basic Skills Center?		
Students identified?		
Basic Skills Program implemented in accordance with Basic Skills Proposal?		
Number of Reading Classes Operational?		
Number of Mathematics Classes Operational?		
Comments		

_____ _____

Signature of Principal Date

APPENDIX E
AGENDAS FOR INSERVICE MEETINGS

ORIENTATION FOR TEACHERS OF BASIC SKILLS
CENTER PROGRAM

Instructional Services Center
Thursday, November 4, 1982
8:30 A.M.

A G E N D A

Registration

Greetings . . . . . Dorothy Stephens
Program Overview . . . . . Gordon Lewis

Presentations . . . . . Linda Thorne
Alpha Resources Center — Denitia Hartman
Functional Academic Competency Laboratories — Roni Osbern

B R E A K

McGraw-Hill/CTB . . . . . Denise Borders-Simmons
Prescriptive Reading Inventory
Disgnostic Mathematics Inventory
Basis

Questions/Answers

Browsing

Facilitators . . . . . Vivian Carson
LaVerne Glascoe

Meeting
Teachers of Basic Skills Program

Instructional Services Center
Tuesday, January 18, 1983
9:00 AM

AGENDA

Registration

Testing Orientation ..... Dr. Valeria Ford
Evaluation Instrument ..... Mrs. Vivian Carson
Basic Skills Information Forms ..... Mrs. LaVerne Glascoe

Questions/Answers

MEETING
Teachers of Basic Skills Program
Instructional Services Center
Wednesday, May 11, 1983
8:30 A.M. - 12:00 Noon

A G E N D A

Registration

Riverside Publishing Co
Improving Test Taking Skills ..... Ms. Nancy Nume Bowden

Nystrom
Reading for Content ..... Ms. Sammy N. Ellis
Solving Math Word Problems

Reader's Digest Services
Triple Takes/Basic ..... Mr. Thomas F. Citro
Reading Skills
R.D. Math Programs

Basic Skills Information ..... Mrs. LaVerne S. Glascoe
Forms

Testing Information ..... Mrs. Vivian K. Carson

Questions/Answers

APPENDIX F
SCHOOL VISITATION LOG

School Visitation Log

10/13	Winston	10/22	Hine
10/13	Roper	10/27	Stuart
10/14	Backus	10/27	Garnet-Patterson
10/14	Moten	10/29	Taft
10/14	Hart	11/1	Browne
10/14	Friendship	11/1	Hine
10/14	Johnson	12/14	Shaw
10/15	MacFarland	1/4	Douglass
10/15	Paul	1/11	Douglass
10/18	Rabaut	1/17	Taft
10/18	Shaw	1/18	Woodson
10/18	Kramer	1/19	Taft
10/18	Hine	1/20	Backus
10/18	Hamilton	1/24	Garnet-Patterson
10/19	Kramer	1/25	Lincoln
10/20	Douglass	1/27	Lincoln
10/20	Johnson	1/27	Hamilton
10/21	Woodson	1/27	Stuart
10/21	Kelly Miller	2/2	Stuart
10/22	Francis	2/3	Jefferson
10/22	Jefferson	2/10	Woodson
10/22	Terrell	2/18	Jefferson
10/22	Langley	2/22	Jefferson
10/22	Kramer	2/23	Hine
10/22	Woodson	2/23	Hamilton

School Visitation Log

3/16	Fletcher-Johnson	4/29	Kelly-Miller
3/24	Backus	5/2	Johnson
3/25	Sousa	5/3	Friendship
3/28	Jefferson	5/4	Johnson
3/29	Backus	5/19	Woodson
3/30	Backus	5/20	Johnson
3/30	Rabaut	5/20	Douglass
3/31	Paul	5/24	Johnson
4/20	Fletcher-Johnson	5/25	Woodson
4/20	Sousa	5/26	Hine
4/26	Rabaut	5/27	Lincoln
4/27	Johnson	6/7	Johnson
4/27	Friendship	6/7	Shaw
4/27	Kramer	6/9	Kramer
4/28	Jefferson	6/9	Backus
4/28	Johnson	6/9	Douglass
4/29	Friendship	6/9	Moten
		6/10	Shaw

School Visitation Log

6/10	Fletcher-Johnson	6/15	Francis
6/10	Kelly-Miller	6/15	Friendship
6/10	Roper	6/15	Hart
6/13	Woodson	6/17	Hine
6/13	Taft	6/17	Browne
6/13	Rabaut	6/21	Sousa
6/14	Sousa	6/21	Fletcher-Johnson
6/14	Evans	6/21	Browne
6/15	Deal	6/22	Hine
6/15	Langley	6/22	Hamilton

APPENDIX G

SUMMARY OF BASIC SKILLS CENTER
PROGRAM INFORMATION

Basic Skills Center Program Information

School	No. of Teachers Reading	No. of Teachers Math	No. of Reading & Math Transition	No. of Students (Reading)	No. of Students (Math)	Total
Backus			1*	63	24	87
Browne	1	1		22	48	70
Deal	1	1		40	40	80
Douglass	1	1		43	29	72
Eliot			1*	94	94	188
Evans	1	1		57	9	66
Fletcher-Johnson	1	1	1*	54	44	98
Francis	1	1		46	42	88
Friendship	1	1		52	45	97
Garnet-Patterson	1	1		48	52	100
Hamilton	1	1		48	10	58
Hart		1	1**	51	18	69
Hine	1	1		41	49	90
Jefferson	1	1		49	43	92
Johnson	1			63		63
Kramer			1*	31	52	83
Lnagley	1	1		20	73	93
Lincoln	1	1		27	15	42
Macfarland	1	1		36	21	57
Miller, Kelly	1			80		80
Moten			1*	10	10	20
Paul	1	1		25	30	55
Rabaut	1	1		63	27	90
Roper	1	1		10	10	20
Shaw	3	4		74	68	142
Sousa	1	1		66	24	90
Stuart	1	1		91	12	103
Taft	1	1		25	15	40
Terrell			1*	20	20	40
Winston			1*	33	33	66
Woodson	1	1		63	42	105
			Totals	1,445	999	2,444

* Teaches both subjects

** Teaches reading only

APPENDIX H

SUMMARY OF RESULTS OF CRITERION
REFERENCED TESTS IN READING

Percent of Students Acquiring Proficiencies
in at least 50% of The Reading Skills
in Which They were Deficient,
After Four Months Instruction
N=416

School	Percent of Students
1	75
2	56
3	80
4	73
5	44
6	87
7	87
8	72
9	79
10	93
11	54
12	100
13	0
14	73
15	47
16	88
17	93

Total Group - 69%

APPENDIX I

SUMMARY OF RESULTS OF CRITERION REFERENCED TESTS IN MATHEMATICS

Percent of Students Acquiring Proficiencies
in at least 50% of the Mathematics Skills
in Which They Were Deficient,
After Four Months Instruction
N=249

School	Percent of Students
1	80
2	100
3	50
4	30
5	90
6	61
7	63
8	86
9	54
10	50
11	76
12	75
13	44
14	54
15	75
16	83
17	50
18	67

Total Group - 67%